DOCUMENT RESUME

ED 321 296 CS 212 457

TITLE Arizona Literature Essential Skills.
INSTITUTION Arizona State Dept. of Education, Phoenix.
PUB DATE May 90
NOTE 47p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Classroom Environment; *Curriculum Design; Curriculum Development; Elementary Secondary Education; *Literature Appreciation; Public Schools; Skill Development
IDENTIFIERS *Arizona

ABSTRACT

This document is intended to provide Arizona schools with a framework for literature curriculum design, and to support the good teaching already taking place. The document is in ten sections: (1) Philosophy; (2) Goals of a Literature Program; (3) What's Essential: Elements of a Literature Program; (4) Teaching Literature; (5) Effective Literature-Based Classrooms: What to Look For; (6) School Library Media Programs; (7) Implementing Literature Programs in Arizona Schools; (8) Assessment Alternatives; (9) Self-Assessment for Those Supporting Literacy; and (10) a bibliography, containing 60 briefly annotated items. (SR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

CS212457

ED321296

LITERATURE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

LOIS E. EASTON

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ARIZONA DEPARTMENT OF EDUCATION
C. Diane Bishop, Superintendent
May 1990

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ARIZONA DEPARTMENT OF EDUCATION

C. Diane Bishop, Superintendent

STATE BOARD OF EDUCATION/VOCATIONAL AND TECHNICAL EDUCATION

David Silva.....President

Dr. Reginald E. Barr.....Vice President

Honorable C. Diane Bishop.....Executive Officer

Claudeen Bates Arthur.....Member

S. R. Grande.....Member

Jerry Johnson.....Member

Dr. Henry Koffler.....Member

Rita Nader.....Member

Ada Thomas.....Member

The contents of this publication were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of that agency, and you should not assume endorsement by the Federal Government. [20 U.S.C. 1221e-3(a)(1)]

The Arizona Department of Education is an equal opportunity employer and educational agency and affirms that it does not discriminate on the basis of race, color, national origin, age, sex, or handicapping condition.

Printed in Phoenix, Arizona
by the
Arizona Department of Education

Total Copies Printed 2000
Total Printing Cost $5000.00
Unit Printing Cost. $2.50
Date of Printing 7/90

PREFACE

Over the past five years, the Arizona Department of Education has developed and published a series of Essential Skills documents. Based upon ARS 15.203 and 15.701, these materials provide our state's public schools with a framework for curriculum design and support the good teaching which is occurring.

The *Language Arts Essential Skills* (ADE, 1986) was the first publication in this cycle. It focuses on the skills of reading, writing, listening and speaking. The *Language Arts Essential Skills* did not address literature although literature is integral to language arts. The *Literature Essential Skills* is the missing element. Yet literature is also conspicuous by its absence from all of the content area essential skills. Clearly, literature should and must be incorporated into the study of science, social studies, math, and other subjects, just as are the strategies for acquiring information and related study skills.

The state board authorized formation of the Literature Essential Skills committee in January 1989. The committee is composed of library media specialists, administrators, lay persons, and practicing teachers. Through their efforts, *Literature Essential Skills* was created. In January and February 1990, a series of five public hearings was held. Input accepted at these hearings strengthened the draft significantly. Upon adoption and subsequent publication, the document will provide guidelines for Arizona school districts considering or planning their literature programs. The Introduction is key to an understanding of this publication. It states the basic philosophy upon which the committee based its work.

The goals are briefly stated, then expanded upon in the section called "What's Essential: Elements of a Literature Program". The goals are organized from the most simple (Goal 1) to the most complex (Goal 5). Each of the five goals is identified by a whole number. Objectives, each with its goal number and a specific item number (for example 1.1), provide a more complete understanding of the components within the goal. Four elements are identified as essential to successful acquisition of literacy and a love of literature. The responsibility of each of the participants is described in a set of indicators, statements of observable activities and characteristics.

In the ensuing sections the literate school setting, the teaching of literature, the environment in a literature-based classroom, the role of the school library media center, and a variety of suggestions for implementation and assessment are addressed. A helpful set of literacy pamphlets which may be reproduced for local distribution is included. The annotated bibliography of professional materials for further study completes the document.

LITERATURE ESSENTIAL SKILLS

TABLE OF CONTENTS

PHILOSOPHY

GOALS OF A LITERATURE PROGRAM

WHAT'S ESSENTIAL:
ELEMENTS OF A LITERATURE PROGRAM

TEACHING LITERATURE

EFFECTIVE LITERATURE-BASED CLASSROOMS:
WHAT TO LOOK FOR

SCHOOL LIBRARY MEDIA PROGRAMS

IMPLEMENTING LITERATURE PROGRAMS
IN ARIZONA SCHOOLS

ASSESSMENT ALTERNATIVES

SELF-ASSESSMENT FOR THOSE SUPPORTING LITERACY

BIBLIOGRAPHY

LITERATURE ESSENTIAL SKILLS
COMMITTEE MEMBERS

INTRODUCTION

Words . . . we live in a sea of words. Words by themselves, alone, offer no more value than the distant mirage in the desert. Words put together provide sustenance, life.

Chaos is a world of non-understanding where experiences have no relationship to the rest of the world or to the world yet to be experienced. Chaos comes from singularity, from words that stand alone, out of context, yielding little meaning.

Order comes from the singular which is no longer merely part of a confused mass. Order comes when the singular no longer stands alone but is gathered with others to form a new creation.

Creation is storytelling. Creation is the ability to communicate, to create word pictures that preserve the knowledge of the past and encourage hope for the future. Creation lies at the foundation of all human growth, development, and survival.

Literature is creation, creativity, the process of creation. Teachers, and all those involved with the education of children, are charged with the process of creation. Their task is to bring order to chaos, to take words and provide for the child an opportunity to discover the world that is in those words.

Books are words, words are symbols of life; and who understands life? Many people, sadly, have no use for books; to them books have no value. What an error; what a tragedy. It is tragic because it provides no hope; and while survival without books is certainly possible, no child should live in a world without books.

Literature is made up of words strung together to create meaningful relationships with the world. Literature and the literary process are vehicles for sharing internal experience with the external world. Literature opens the world to the reader; it presents vistas of the human condition which cannot be experienced first hand.

> *Reading makes possible the living of thousands of lives instead of only one."*
> G. Robert Carlson

Just as hungry bodies are nourished by food, hungry minds and spirits find nourishment in literature.

> *"Almost everything a child learns in school today is concerned with facts—literature is concerned with feelings, with the quality of life."*
> Charlotte Huck

Through literature children are drawn into experience as well as into knowledge. Who has read *The Return of the King* by Tolkien and not experienced the dark, fetid land that is Mordor? Yet that land does not exist, save in the experience of the mind. Literature is an art form, experienced of and for itself. It cannot be easily quantified or evaluated.

There are three intrinsic components inherent in a successful literature-based program: informed enthusiastic teachers, a well stocked library, and involved students.

Imagine a fruit tree with many branches at all different levels. Some of the fruit hangs down low, within easy reach, while some of it is high in the branches, tucked away, difficult to see or remove. The role of the teacher using a literature-based program is not to hand out the fruit piece by piece, but rather to point out the tree and its bounty. Some students will take the fruit that hangs low, because that is what they are able to reach. Others will climb high into the branches and choose that fruit not so easily reached. One piece of fruit is not better than another; the students grasp that which they are able and ready to reach. But each student obtains fruit and the nourishment that goes with it.

Columbus, Galileo, Aristotle, Freud . . . all were explorers of oceans, of philosophy, of the mind. The teacher, too, is an explorer with the potential to lead children into realms that, for them, are unknown. Teachers as explorers are risk-takers. With each step comes discovery, awareness, and new power to deal with life.

> *"What a sad want I am in of libraries, of books to gather facts from! Why is there not a majesty's library in every country town? There is a majesty's gaol and gallows in every one."*
>
> Thomas Carlyle

Integral to the success of a literature-based program is a library staffed by a librarian who works hand-in-hand with the classroom teacher. Like the pilot of a ship, the librarian knows where the shallows are located and where the deep water lies. A literature program cannot succeed without adequate resources. One cannot learn to swim well on dry land.

> *"Whether children develop a deep and lasting commitment to reading is strongly influenced by whether they view reading as something imposed upon them from the outside, or as something they help to create."*
>
> Bruno Bettelheim

At the very center of the literature-based program is the child whose inquisitiveness and pursuit of knowledge bring the words on the page to life. Story exists for every child. It is at this nexus, the meeting of book and mind, that literature achieves success. It is then that the reader feels that the text was written expressly for him or her. Through reading, the child's world expands, thus making wider the scope of investigation, discovery, and knowledge.

Implementing a literature program is not easy. As literature is an art form, so also is the use of a literature-based program. With any art form, some art works seem "better" than others. There will be teaching moments when use of literature comes naturally, and there will be others when it will seem difficult and frustrating, seem easiest to throw out the whole mess! Salvation lies in recognizing that there are many ways to succeed. There is no ideal material. The possibilities of a literature-based program are as endless as the creative mind.

Because of the hard work and need for creative thought, because of the difficulty in evaluating and quantifying a literature-based program, there will be times when one becomes discouraged and wonders if the use of literature is worth all the time and effort and hard work. Read *Peter Pan* to a group of children; watch their eyes widen, and their hands clap to help save Tinker Bell. You will know the answer.

Goals of a Literature Program

Goal 1 Students experience a variety of literary forms.

Goal 2 Students respond to literature in many ways.

Goal 3 Students use literature as a basis for language development.

Goal 4 Students use literature to gain insight into themselves and others.

Goal 5 Students develop a life-long habit of reading.

LITERATURE ESSENTIAL SKILLS

Goal I. Students experience a variety of literary forms.

Obj. 1.1 To read a variety of literature
1.2 To use a knowledge of literary elements (plot, character, theme, etc.) and terms to understand selections read

ELEMENTS

Home Responsibilities

- Make a variety of literary materials available
- Provide opportunity to use a variety of literature and other reading materials
- Provide opportunity for sharing observations and reactions to literature and other media
- Provide opportunities to use local libraries, museums, and other community resources
- Encourage selectivity in the quantity and quality of television viewing
- Read aloud from a variety of materials (tales, poems, stories, etc.)

School Responsibilities

- Provide funds for updating the literature collection in the library media center
- Provide funds for cooperatively developed rotating classroom library materials which adhere to the selection policy approved by the school board
- Provide materials for professional growth
- Provide time for teachers and library media specialists to plan and to develop integrated learning opportunities
- Encourage use of literature across the curriculum
- Provide for out-of-class experiences and classroom presentations by resource people to extend students' views of the world

Teacher Responsibilities

- Provide for personal choice, guided choice and required reading of selections from a variety of literary forms
- Provide opportunities for students to use a variety of literary tools (anthologies, thesauruses, etc.)
- Read aloud frequently from a variety of literary forms
- Encourage students to use literary terms correctly
- Facilitate the interaction of students with literature within and outside of the classroom
- Enhance the teaching of literature with other media
- Provide time for students to use the library media center
- Provide class time for independent reading
- Encourage independent reading at home
- Encourage selectivity in the quantity and quality of television viewing
- Meet regularly with the library media specialist to plan and develop integrated learning opportunities for students.

Student Responsibilities

- Read daily in and out of school
- Participate in class discussion both by speaking and listening
- Use a variety of literary tools effectively (anthologies, thesauruses, dictionaries, etc.)
- Use literary terms appropriately
- Use the library media center effectively for information and pleasure

LITERATURE ESSENTIAL SKILLS

Goal II. Students respond to literature in many ways.

Obj. 2.1 To express an understanding of literature
2.2 To interpret literature based upon personal experience
2.3 To acknowledge the power and beauty of language

ELEMENTS

Home Responsibilities

- Foster curiosity
- Provide appropriate experiences that enhance a knowledge of the world
- Promote opportunities to use a variety of literature and other reading materials
- Provide opportunities for sharing observations and responses to literature and other stimuli
- Read aloud

School Responsibilities

- Provide classroom libraries which include multiple copies of a variety of titles interesting to and appropriate for students
- Provide appropriate experiences that enhance a knowledge of the world
- Provide literary materials that include many genres (poetry, drama, short stories, etc.)
- Highlight functional, meaningful, relevant language throughout the school
- Provide opportunities and time for sharing the wealth of literature
- Provide all school personnel with opportunities for professional growth
- Provide impetus for teachers to read to their students daily

Teacher Responsibilities

- Encourage active, meaningful participation in literary experiences
- Encourage divergent thinking and responses
- Promote shared book experiences
- Incorporate students' and teachers' knowledge and experience into literary discussions
- Foster the improvement of students' ability to respond to literature in writing
- Promote higher order thinking skills
- Relate the literary/artistic intent and personal history of authors and illustrators to their works
- Teach students to consider authors' purposes and effectiveness
- Encourage imagination and self-expression
- Foster sharing of students' literary creations and interpretations
- Use multiple strategies to increase reading comprehension

Student Responsibilities

- Assume responsibility for learning
- Learn independently
- Respond to new and varied ideas and accept divergent thinking of others
- Relate literature to personal experiences
- Base responses to literature partly on personal experience
- Understand literary terms well enough to use them in responding to literature
- Use literary language in personal writing

LITERATURE ESSENTIAL SKILLS

Goal III. Students use literature as a basis for language development.

Obj. 3.1 To understand language as a system of symbols
3.2 To use literature as a basis for communication
3.3 To recognize that literature provides opportunities for developing concepts and vocabulary
3.4 To recognize that literature provides examples of effective language use

ELEMENTS

Home Responsibilities

- Read aloud
- Encourage discussion and sharing of ideas
- Value education
- Provide opportunities for sharing observations and responses to literary works
- Expand conceptual base by exposure to culture (literature, art, music, etc.)

School Responsibilities

- Provide for sharing ideas and opinions about literature and life experiences
- Provide funds for supplies and consumables for student-created materials
- Integrate literature and language across the curriculum
- Displays and rewards students' educational efforts and activities
- Provide support media to enhance language development through literature
- Encourage appropriate student-assisted learning (peer-tutoring, cooperative learning)
- Staff the school with knowledgeable, accepting, and enthusiastic adults who give attention to individual students each day
- Empower teachers to use their natural gifts, insights, and skills
- Strive to make the teacher's job more enlightened and more satisfying
- Foster reading and writing across the curriculum
- Include global geography, resources and experiences in other languages as part of the curriculum
- Stimulate and promote staff members' professional renewal

Teacher Responsibilities

- Encourage students to use creative language and to use language creatively
- Use literature to demonstrate the beauty and power of language
- Demonstrate how language is influenced by historical events and social change
- Use strategies and materials that increase understanding and use of language
- Plan, monitor, evaluate and adjust teaching strategies as necessary
- Foster reading and writing across the curriculum
- Read literature aloud frequently
- Assess and communicate students' progress to both students and parents
- Use a variety of assessment techniques
- Establish a learning environment that increases use and understanding of language (student displays, Big Books, resource materials, peer tutoring, support for strategic learning, etc.)
- Develop and employ strategies for using literature for vocabulary acquisition

Student Responsibilities

- Assume responsibility for learning
- Read to increase awareness of the beauty and power of language
- Plan, monitor, evaluate and adjust thinking and learning strategies as necessary
- Use language creatively to share literary experiences
- Use effective strategies and resources to acquire vocabulary and enhance language use

LITERATURE ESSENTIAL SKILLS

Goal IV. Students use literature to gain insight into themselves and others.

Obj. 4.1 To read literature that will expose students to many cultures, a variety of human experiences and diverse social conditions.

4.2 To reflect upon the relationships between literature and personal experience.

ELEMENTS

Home Responsibilities

- Maintain an awareness of family heritage and traditions (holidays, food, extended family, clothing, dialect, language, music, dance, photographs, literature and conversation)
- Encourage awareness of other cultures and traditions
- Encourage an understanding of how stereotypes evolve and influence others' attitudes and perceptions
- Recognize neighborhoods and communities as parts of the larger world of mankind

School Responsibilities

- Promote awareness of language, and respect for traditions
- Promote the use of community resources and literature that will expose students to a wide variety of human experiences and social conditions
- Enhance an understanding of the relationships of past, present and future to one another

Teacher Responsibilities

- Encourage literature-based dialogue between home and school
- Encourage awareness of language, and respect for cultures and traditions
- Foster communication among students about literary and other cultural experiences
- Motivate students to read literature that exposes them to a wide variety of human experiences and conditions
- Find and use literature and community resources to expose students to a wide variety of human experiences and world cultures and conditions
- Use literature to develop students' self-esteem and social skills and graces
- Provide time for students to reflect on and to evaluate personal experiences relating to literary selections
- Model respect for individual uniqueness
- Recognize and understand how stereotypes evolve and influence attitudes and perceptions

Student Responsibilities

- Assume responsibility for learning by demonstrating initiative, pride and risk-taking
- Recognize and appreciate cultural differences and similarities
- Reflect upon literature as it relates to personal experiences, and personal experiences as they relate to literature
- Use literature to gain insight into ideas that affect self and others (respect for others, patience, introspection)
- Compare and contrast literary works with one another and with other art forms in order to gain insight into self and others

LITERATURE ESSENTIAL SKILLS

Goal V. Students develop a life-long habit of reading.

Obj. 5.1 To choose reading as a recreational activity
5.2 To read for personal renewal
5.3 To use the library for information and pleasure
5.4 To choose literature for learning and enjoyment
5.5 To recognize literature as an art form

ELEMENTS

Home Responsibilities

- Read every day, both silently and aloud
- Provide experiences which expand student knowledge and understanding of the world
- Provide time and support for student reading
- Be informed and supportive of the school literature program
- Model good reading habits
- Provide opportunities to use local libraries, museums and other community resources
- Make reading materials available

School Responsibilities

- Provide an inviting, appropriately staffed library media center--one which includes 1) a comprehensive collection of ungraded materials; 2) circulating literature resources and curriculum support materials; 3) appropriate technology and audiovisual hardware and software; and 4) an up-to-date professional collection
- Maintain policies, procedures and schedules that maximize students' library media access
- Provide the services of a certified library media specialist with knowledge of the curriculum, the community and resources outside the school
- Provide funds and support for continuous acquisition of teacher-selected literary materials
- Support staff's continued learning through release time, financial assistance and sharing
- Promote personal reading as a daily activity for everyone

Teacher Responsibilities

- Read aloud daily
- Establish an accepting classroom environment
- Provide time for students to select reading materials from the school library media center
- Provide time for independent reading
- Provide opportunities for students to use the library media center throughout the school day for learning and enjoyment
- Encourage and model use of the library
- Encourage student reading outside of school
- Communicate with the home about the literature program and make suggested booklists available to parents
- Encourage students to share reading experiences with peers and adults
- Refrain from using methods and materials which discourage students from acquiring further skill and enjoyment in reading
- Seek out parenting information resources and develop communication links with parents

Student Responsibilities

- Read daily in and out of school
- Select appropriate literature for personal use
- Use the library for information and pleasure
- Share reading experiences with peers and adults

TEACHING LITERATURE

When one teaches in a literature-based setting, the components of the language arts program (reading, writing, speaking, and listening) become truly integrated. Students are encouraged to want to read, to need to think and talk about what they have read, and to write and create their own products based upon their reading.

Over the past two decades, New Zealand teachers, parents, and the wider community have developed a set of beliefs which place emphasis on literacy learning and provide us with statements about how children can become life-long readers.

1. Reading should be child-centered.
2. Reading for meaning is paramount.
3. Reading must always be rewarding.
4. Children learn to read by reading.
5. Children learn best from books that are rewarding and have meaning.
6. The best approach to teaching reading is a combination of approaches.
7. The best cure for reading failure is good first teaching.
8. The foundations of literacy are laid in the early years.

(Mooney, 1988)

Teachers using a developmental or structured literature lesson will want to provide ample opportunity for students to respond freely to the literature read. The teacher's main role becomes one of questioning and cultivating response rather than one of teaching critical principles. As in *Becoming A Nation of Readers: Implications for Teachers* (1988) concluded, "Young readers, and poor readers of every age, do not consistently see relationships between what they are reading and what they already know." The teacher must devote more time to comprehension instruction.

Students move through a series of developmental stages, from concrete to formal operations, from narration to analysis, from generalization to understanding. This movement occurs within the range of each individual's previous experiences and present interest. Purves and Beach (1972) describe a system that is useful in designing assignments.

Descriptive:	retelling the story, naming the characters, listing the media used in illustration, etc.
Analytic:	pointing to the uses of language, structure, or point of view in the work
Classificatory:	placing the work in its literary historical contex
Personal:	describing the reader's reactions to the work and the emotions and memories that have been evoked
Interpretive:	making inferences about the work and its parts, and relating the work to some way of viewing phenomena (e.g., psychology)
Evaluative:	judging the work's merit on the basis of personal, formal, or moral criteria

Literature-based instruction provides opportunities for students to develop knowledge of the forms and conventions of literature. Students at all levels should experience and respond to the unique language of literature. In this way, they first become aware of the forms and conventions, then they understand their contribution to the meaning of literary selections, and their personal response enriches appreciation.

No single literary organizational pattern is best for all grades and situations. Students should, rather, be exposed to each sometime during their school years. The Wisconsin Department of Education's *Guide to Curriculum Planning in English Language Arts* (1986) provides the following structure for a literature program.

- Chronological surveys which focus on developing understanding of literary movements, significant works, and well-known authors.
- Genre or "types arrangement" in which units are based on literary forms such as the short story, poetry, comedy, tragedy, myth, or media.
- Thematic units in which a single idea such as conflict, love, or individualism is the focus. Such themes may be drawn from history, social concerns, or philosophical issues.
- Topical arrangements, closely related to thematic organization, are centered around specific interests such as sports, medicine, or animals.
- Project-oriented units may be developed to allow combining elements of the language arts. A drama unit, for example, might involve study of drama culminating in production of a play. A unit of poetry or story reading could serve as preparation for producing and publishing student writing.
- Literary source organization utilizes selections from different cultural or ethnic backgrounds and from various geographical areas.

Purves and Monson (1984) identify three important rationales for teaching literature which have emerged over the past two centuries, each of which may result in different selections and activities being used in the classroom:

Historical or Imitative

Programs or courses based on this approach utilize selections and standards of excellence of the past, bringing students in touch with common concerns of the human race or of a nation or group.

Analytic

This structure focuses on the development of students' critical faculties as well as on their abilities to comprehend, analyze, and respond to works studied.

Generative or Psychological

This structure deals with the transaction between the reader and the text. Rosenblatt (1978) identifies the teacher's role in this approach as one of "improving the individual's capacity to evoke meaning from the text by leading him to reflect self-critically on this process."

Although there is differing emphasis in each of these three approaches, they may be used jointly in the literature program as defined by a specific district, school, or teacher. Careful planning of the curriculum is required to assure that the basic questions established by Purves and Monson are answered.

- What should students read?
- What skills do we want students to learn?
- What attitudes about reading and books do we want students to develop?

Clearly, the emphasis and balance of a particular community or group of students, the expertise of teachers and curriculum coordinators, and the desires of parents and students are factors to be thoughtfully considered in this process.

EFFECTIVE LITERATURE-BASED CLASSROOMS: WHAT TO LOOK FOR

The characteristics of the effective literature-based classroom, as shown in a holistic sense earlier in this document, may be seen to fall into three readily observable catagories: environment, respect, and professional responsibility.

Environment

Schools where children are learning to read with literature are exciting places. As one walks the corridors, visits the library media center, and peeks into classrooms, one sees signs, invitations, tables and shelves with books for browsing, displays of children's work of all kinds, and evidence everywhere that providing opportunities for children to learn is of utmost importance. Reading functions as an integral part of the entire school.

The students in these classrooms are immersed in an environment rich with opportunities to experience all manner of literary materials. Books, magazines, newspapers, and student produced materials are in abundance in these classrooms. Students are encouraged to read purposefully among any of the resources as a springboard for discussion, writing, or artistic creation.

Effective literature-based classrooms are sometimes quite noisy as students share their ideas with one another. The teacher fosters a sense of discovery and enthusiasm for learning. Cooperation, negotiation, and independent activities are intermixed as students move purposefully about the classroom. The room itself often is arranged to provide areas for each type of learning activity. The security offered by such an environment promotes independence, self-confidence, and respect. (Huck, 1982)

Respect

Literary works used in the literature-based classroom are treated respectfully. Just as the alphabet is mastered as a tool for deciphering words, so is reading a tool to unlock the ideas and information within books. The use of literature is not contrived; it is based upon its intrinsic value and the relation it has to the growth and development of the reader. It is not a means to an end. It makes use of skills, but does not over-emphasize skill development.

Students in the literature-based classroom are learning to respect educational opportunity and are empowered increasingly to select their own course of action in acquiring knowledge. By sharing their thoughts and experiences, they grow more responsible for their own learning under the guidance of a skilled teacher. Respect for learning may sometimes mean respecting the right of the student to err. In investigating the mistake together, both adult and child come to understand the learning process better. Students and teacher are partners in the learning endeavor. Students behave respectfully toward one another and grow in their appreciation of their right to speak and the right of others to do so as well.

Diversity is seen as a natural phenomenon. Inquiry and investigation are undertaken within the parameters expressed in the philosophy of the school and ethical educational practice. Literature-based classrooms promote respect for others--individually and as members of the community. The walls of such a classroom do not shut out the world. Students venture forth to the library media center, to learning laboratories, and to other classrooms in search of answers to questions. Parents and members

of the community often visit the classroom so that students perceive the school as part of the total community. Students read and talk about what is happening around them, thus broadening their comprehension of themselves as citizens of the world.

Professional Responsibility

The teacher in a literature-based classroom expects that learning will take place, models the value of reading in his/her personal life, and plans and organizes instruction that encourages self-direction and active student participation. Busywork and wasted time are minimized as students focus their energy to achieve tasks that are natural, valid learning opportunities. (Tunnell and Jacobs, 1989) The teacher encourages and documents student achievement. Ample opportunity is provided for students to practice new learning in this teacher's classroom, and responses are prompt and appropriate as the learner attempts new understandings and skills. (Kierstead, 1988)

> *To be fully literate is to have the disposition to engage appropriately with texts of different types in order to empower action, feeling, and thinking in the context of purposeful social activity.*
>
> Gordon Wells

Helping students interact with literature is the responsibility of every teacher. While some teachers have accepted this tenet, others traditionally have not. Regardless of the subject area or the grade level, every teacher should develop techniques for integrating literature into the structure of the curriculum and build an array of activities which increase student motivation and involvement with literature. (See the extensive bibliography included in this document.)

Each teacher's confidence is based upon carefully developed competence as an educator who is also evolving as a professional. The teacher works for self-improvement and builds a strong, mutually supportive relationship with other teachers, administrators, school staff, and parents. School, district, and community decision makers who value professionalism and authentic teaching skill nurture teachers. (Kierstead and Mentor, 1988)

> *Continuous support of both a personal and a technical nature is essential if teachers are to successfully meet the needs of each student in their classrooms.*
>
> Patricia A. Robbins

SCHOOL LIBRARY MEDIA PROGRAMS

> *The school library media program that is fully integrated into the school's curriculum is central to the learning process.*
>
> *Information Power*

School libraries, by their very nature, belong to everyone in the school. They are models of cooperative program planning. It is advantageous when the library staff, the faculty, and the students share ownership in the library, or whatever it is called in the school. Where this shared ownership exists, the library truly is a hub for instruction, for reading, for literacy.

Everyone, from smallest student to superintendent or board member, recognizes the difference between a library that is a book warehouse and one that is basic to the successful functioning of the entire school. When the library media center is humming with purposeful activities, when smiles abound and rules are at a minimum, where students and teachers ebb and flow throughout the day in interaction with resources and staff, there is a library where the love of learning is being communicated. *Becoming a Nation of Readers* (1986) cites as its eighth recommendation that "Schools should maintain well stocked and managed libraries."

Library media specialists, (certified teachers with graduate credits that have earned them the Arizona Library Endorsement), are being challenged by literature-based programs, just as are teachers in classrooms. The mission of the library media program, "to ensure that students and staff are effective users of ideas and information," has ramifications for organization, instruction, interaction with teachers, reading enhancement, and selection/acquisition of materials.

> *Library media specialists...realize that a major part of their time must be spent helping students develop the thinking skills that will equip them to not only locate but also evaluate and use information effectively and thereby become information literate.*
>
> Mancall, Aaron, & Walker

They have a triple role as teacher, as information specialist, and as curriculum consultant. *Information Power: Guidelines for School Library Media Programs* (1988) is a professional publication which will be of assistance to them in their efforts to adopt new strategies that promote literacy and learning in their schools.

What do library media specialists do that directly affects classroom teachers and students in literature-based programs? They serve three important functions: providing access to the center and its resources, providing resources and spaces to support learning and teaching, and promoting integration of the library media program and the curriculum.

Access

The importance of available, well-stocked school library media centers seems obvious. (Pinnell, 1988) The flexibile use of materials, processes, and space to accommodate individual learning styles encourages students to work independently. The variety of book materials, media, and other resources offered in the center provide an opportunity for thinking clearly, critically, and creatively based upon a steady flow of information. Activities designed to increase enjoyment of literature and to promote reading are the focus of the library program in primary grades, the years when the foundation for a life-long interest in books is laid, and this continues to be an important contribution made by the library media program throughout the school years.

Frequent, planned activities to instruct students and allow practice in the use of learning resources in varying formats broaden the experiences of all students. Storytelling, dramatic activities, book talks, comfortable "reading corners" and small groups of students working together to produce a visual product (a video, slide presentation, or posters) are vehicles for promoting individual and group learning. Through the library media specialist, students and faculty may obtain materials from

outside the school. With increasing technology, students and teachers need not be limited in their search for resources by their geographic location or by the size of their school.

It should be noted that this rich, learning lab environment is most successful in a setting which is flexibly scheduled, where library time is not used as a preparation period for teachers, and where the ultimate question to be answered is always "What will provide the best learning experience for the most students?" With the full support of the administrators and parents, and with faculty who value the library and its resources as tools for learning, an appropriate solution to the difficulties which surround access can be found.

Resources and Spaces

A few dusty books on shelves in the corner of a room do not a library make. In David Loertscher's examination of library media services in public schools which were selected as exemplary by the U.S. Department of Education in 1986, the one resource which was most important to achievement of maximum dividends was the service of a full-time library media specialist with well qualified, full-time clerical assistance. He compared a library media center without a full staff to a school without a full-time principal.

The center itself attracts students when it is bright and open, large enough to accomodate activities to attain its program goals, and contains a strong collection of resources and equipment that are appropriately housed. Teaching spaces should be balanced with conference areas, storytelling pits, comfortable reading places, and study tables. Teachers will find the center invaluable if they have work space where they may prepare teaching materials and meet with colleagues. Promotional and instructional displays and centers add to the liveliness of the center. Computers, modems, print and nonprint resources, and other technologies increase availability of information. The most basic tool of all is a telephone in the library media center. It is the simplest, most efficient way that the students and teachers may reach out into today's larger world of information resources.

The majority of schools in the United States are suffering from inadequate collections of library resources. (Loertscher, 1986) The influx of federal funds that built strong libraries in schools in the 1960s is long past. Development of collections which meet the needs of today's curriculum and today's students will require a commitment on the part of library staff, faculty and school administrators. New techniques for assessing materials should be studied and implemented. Analysis of existing collections and cooperative collection development will provide the decisionmakers within the district as well as taxpaying citizens with the assurance that monies are being well spent in renewal efforts.

Integration

> *An effective school library media program depends on the collaborative efforts of all those who are responsible for student learning.*
>
> *Information Power*

Library media specialists are being asked to provide leadership within their schools in cooperative program planning. The principal supports the efforts of the library media specialist to work with teachers by providing time for in-service and for regular individual or small group lesson or unit planning. (Turner, 1987) Time dedicated to nurturing staff interaction pays off in student learning.

Many teachers are apathetic about integration of library instruction and reading enrichment which occurs in the library setting because they haven't experienced this type of collaboration. Each person, the library media specialist and the teacher, brings expertise to the table as they work together. Both take a risk. Their first efforts may be less effective than hoped, but practice, patience, and a spirit of good will yield progress. Both are urged to seek reassurance and assistance from the many fine professional publications available that are designed to help teachers and library media specialists develop integrated instruction and strengthen their partnerships.

IMPLEMENTING A LITERATURE-BASED PROGRAM

Some Arizona school districts have begun to implement a school-wide literature based program. For others, *Literature Essential Skills* may introduce a concept that will require a modification of school and teacher philosophy. It is important to remember that innovation need not be accomplished overnight; evidence clearly indicates that it may require three to five years of hard work. (Kierstead and Mentor, 1988) There is much written about the process of change which will be helpful to those wishing to provide guidance in implementing new programs such as this one, but here are some key concepts that may be valuable.

Change is a process. It is accomplished by individuals and is, therefore, highly personal. Change involves personal development and growth. Sensitivity to the gradual and evolving nature of such growth is a prerequisite to successfully implementing change through staff development.

Change is best understood in operational terms. Teachers ask "What will implementing a literature based program mean to me? How will it affect my classroom practices? In what ways will my values, beliefs and behavior be affected? What about the attitudes and behaviors of my students?" (Gambell, 1986)

One begins, then, by focusing on the individuals and the context of the school which seeks to change its program. A literature-based approach to language arts is not a package which can be delivered to a teacher as one might deliver a book. (Goodman, 1986) Real change lies in the human, not the material, component.

Stage one in the change process is the planning stage, sometimes referred to as the awareness stage. Individuals become aware of a new idea. They express a desire to know more about it. They ask questions to clarify their understandings. Because of their awareness, innovation is neither threatening nor alien. Each person who will be affected is given the time and information to gain insight into the meaning of the desired innovation in personal terms. Initial discomfort is allayed. Teachers take ownership as they begin to adopt the new concepts and assimilate them into their own experience.

Implementation is the second stage in the change process. Individuals begin to apply the information they have gathered. They ask "Can I do it? If I do it will my teaching improve? Will it increase student learning?" Schools or districts will find that a consistently delivered staff development program which assists teachers as they experiment with the new concept will produce enormous dividends. The duration of a staff development program needed to implement literature-based instruction will vary, but there is no short-cut.

Finally, adoption or resolution is attained. This stage is characterized by large-scale, continued use of the concept. Personal satisfaction and program success are now evident. Teachers consistently use the innovation and build it into their own on-going program. It has become inherent in their teaching. The results of the program may begin to be reliably identified. Levels of confidence rise. The staff development process has paid off.

Those who wish to investigate literature-based instruction more thoroughly will find resources available to them through the Department of Education. The Literacy Cadre, established under the Literacy for Children Initiative in 1988, provides educators with opportunities to observe teachers who have successfully adopted the philosophy of the *Literature Essential Skills*. Videotapes of classroom teaching are available, too, for those who cannot readily visit another school. Members of the cadre might be able to come to the school to provide assistance. They can recommend a variety of materials that helped them implement change in their own teaching. For more information, contact Lois Easton, Director of Curriculum, ADE.

> *Teaching is a complex and demanding profession, more complex than medicine according to one scholar who has studied both professions. Thus, career-long opportunities for growth, renewal, and access to new information are essential.*
>
> *Becoming a Nation of Readers*

ASSESSMENT ALTERNATIVES

In terms of student learning outcomes, an effective literature program helps readers learn to respond to works of literature. Teachers implementing a literature-based program may be uncomfortable with traditional systems of assessment. The responses of students, which may be emotional, intellectual, sensory, or physical, are not easy to evalute. Each response results from creative, usually internalized, activity on the part of the individual reader.

Three alternative methods for assessing the progress of students in a literature-based program are suggested here. The teacher translates goals and objectives into units of instruction, some of which may be thematic and, therefore, quite complex. In evaluating student progress, the teacher is firmly tied to the long-term literature goal. Levels of achievement are evaluated with an appreciation and understanding of the student's previous knowledge, ability and effort. Each assessment point opens a window into a more complete understanding of the student's comprehension of and response to literature.

Teachers are obligated to establish reflection points, times when they evaluate program effectiveness as well as individual student progress toward the long-term goal. The analysis of the instruction and independent learning continuum which is being offered will result in rededication of effort toward the ultimate purpose of the *Literature Essential Skills*.

ASSESSMENT SAMPLE A

As teachers attempt to assess learning outcomes, Purves and Rippere's elements of student response (1968) are thought provoking.

Engagement	Involvement, or ways the writer indicates he or she has experienced the literary works or their various aspects.
Perception	Ways in which a reader looks at the work.
Interpretation	The attempt to find meaning in the work.
Evaluation	Judgments about the work based on personal or objective criteria.

ASSESSMENT SAMPLE B

Purves and Monson (1984) suggest a few simple questions that may establish a general framework to help teachers judge their literature programs.

How much do the students read?
Keep a running reading record for each student.

What do students read?
Encourage breadth.

How well do they read?
Check comprehension of the text.

How well do they articulate their responses to a text?
Encourage complete, supported responses.

(continued)

How much do students enjoy their reading?
Establish a vital, exciting classroom climate.

What value do students place on reading for information, pleasure, and renewal?

At each stage of development, students should respond to what they read in an increasingly valid or defensible manner (Rosenblatt, 1978). This does not mean, however, unanimous student agreement or acceptance of the teacher's interpretation of the literary selection.

ASSESSMENT SAMPLE C

The following items may be useful in compiling a checklist for rating students on the attainment of skills or for noting the frequency with which they are observed. This list is derived from *A Guide to Curriculum Planning in English Language Arts* (Wisconsin, 1989).

The Preschool Student

a. The student can describe what is happening in a picture.
b. After hearing or watching a story, the student can retell it preserving the sequence of events.
c. After hearing or watching a story, the student can identify the characters and tell something about each of them.
d. The student shows growth in listening vocabulary.
e. The student shows growth in speaking vocabulary.
f. The student demonstrates comprehension through artistic or graphic representation and oral or dramatic presentation.
g. The student uses literature to expand interests, to develop a broader knowledge base, and to inspire creativity.

The Primary Student

a. After hearing, watching, or reading a story, the student can retell the story preserving the sequence of events.
b. The student can identify and describe characters in a literary selection.
c. The student can relate when and where the story takes place.
d. After hearing or reading a poem, the student can relate what the poem is about.
e. The student shows growth in listening vocabulary.
f. The student shows growth in speaking vocabulary.
g. The student shows growth in reading vocabulary.
h. The student shows growth in writing vocabulary.
i. The student demonstrates comprehension through artistic or graphic representation and oral or dramatic presentation.
j. The student uses literature to expand interests, to develop a broader knowledge base, and to inspire creativity.

The Intermediate Student

a. The student demonstrates ability to read silently literature suitable for the individual's age and ability.
b. The student demonstrates ability to read aloud literature suitable for the individual's age and ability.
c. The student reads and understands simple narrative and lyric poems as well as prose.
d. In reading a literary work, the student understands the characters, events, and descriptions (settings).
e. The student recognizes basic literary structure and conventions (character, plot, setting, rhyme, meter).
f. The student notices unusual and/or poetic uses of language.
g. The student shows growth in listening, speaking, reading, and writing vocabularies.
h. The student demonstrates comprehension through artistic or graphic representation and oral or dramatic presentation.
i. The student uses literature to expand interests, to develop a broader knowledge base, and to inspire creativity.

The Middle/Junior High School Student

a. The student demonstrates ability to read silently literature suitable for the individual's age and ability level.
b. The student demonstrates ability to read aloud literature suitable for the individual's age and ability level.
c. The student understands characters in a given literary selection.
d. The student understands events or sequence of events.
e. The student understands setting and its effects upon characters and events.
f. The student shows knowledge of different types of literary works.
g. The student can delineate structure of basic works in a variety of literary genres.
h. The student understands and appreciates figurative and/or poetic language.
i. The student understands the idea of theme.
j. The student demonstrates ability to discover simple themes.
k. The student shows growth in listening, speaking, reading, and writing vocabularies.
l. The student demonstrates comprehension through artistic or graphic representation and oral or dramatic presentation.
m. The student uses literature to expand interests, to develop a broader knowledge base, and to inspire creativity.

The Senior High School Student

a. The student demonstrates ability to read silently literature appropriate to the individual's age and ability level
b. The student demonstrates ability to read aloud literature appropriate to the individual's age and ability level.
c. The student understands characters in a given selection.
d. The student understands events and the concept of plot.
e. The student understands setting and its effects on character and plot development.
f. The student demonstrates knowledge of a wide variety of literary types.
g. The student recognizes a variety of literary genres.
h. The student understands and appreciates figurative and/or poetic language.
i. The student understands the concept of theme and can identify theme(s) in a given work.
j. The student shows growth in listening, speaking, reading, and writing vocabularies.
k. The student demonstrates comprehension through artistic or graphic representation and oral or dramatic presentation.
l. The student uses literature to expand interests, to develop a broader knowledge base, and to inspire creativity.
m. The student reads in a variety of literary genres.
n. The student uses literature as a basis for communicating through a variety of media.

LITERACY PAMPHLETS

Five flyers have been developed for printing and distribution within Arizona school districts. These may be used with parents, teachers, library media staff, principals, administrators, and school board members.

Each flyer is designed as a self-assessment, a stimulus for short-range and long-range planning. Most include a short list of suggested books which will be of interest to those wishing more information.

These flyers are not copyrighted. You are invited to add your school's logo and duplicate them for local distribution.

PARENTS, WHAT CAN YOU DO TO SUPPORT LITERACY?

ASK YOURSELF

	YES	NO	AT TIMES
1. Is a variety of reading material suitable for your child available in your home?			
2. Do you read aloud to your children?			
3. Do you spend some time every day talking and listening to your child?			
4. Do you monitor the TV watched by your child?			
5. Do you communicate with your child in writing?			
6. Is your family heritage reflected in celebration of holidays, food served and art enjoyed in your home?			
7. Do you know what your child's classroom looks like?			
8. Do you participate in activities at your child's school?			

WHAT CAN YOU DO TODAY?

1. Use the library. Select a book to read aloud tonight. Let your child see you read for pleasure or information.
2. Turn the TV off for a night. Provide props so your child can put on a play. Be the audience.
3. Ask your child about a book she/he read or heard read today. Talk about the ideas presented in the book. Relate the ideas to your child's experience or to your own.
4. Put a note in your child's lunchbox. Have your child write the grocery list.
5. Keep a variety of paper and utensils for writing handy.
6. Pull out the family photograph album. Talk about the child's relationships to previous generations. Tell about the people in the picture, their dress, their homes and their activities.
7. Meet your child's teacher. Send the teacher a book to read aloud to the class.

LONG-RANGE GOALS

1. Read to your child every night. Include poetry, fantasy, fiction and nonfiction. Jointly select new books. Make them available everywhere (car, bathroom, breakfast table). Subscribe to newspapers and magazines. Use recorded books and story tapes in your car or home.
2. Watch TV with your child. Talk about what you've seen. Limit the amout of television your child watches. Provide other activities your child will enjoy. Consider this as time you invest in enriching your child's mind!
3. Play is an important part of your communication with your child. Go places together. Do things both you and your child consider fun. Include your child in planning these activities. Plan the route on the map. Use the newspaper. Check the travel section of the library.
4. Let your child see you write letters, messages, lists. Encourage your child to draw, to send thank you cards or notes. Don't worry about spelling and grammar . . . it's the thought (and practice) that counts.

PARENTS (continued)

5. Organize a block party for a holiday or special event. Become aware of the cultural contributions of others who make up your community. Share in public celebrations.

6. Stay in touch with our child's teacher. Write to praise the good things you hear about your child's school experience and to provide information to increase the teacher's understanding of the child. Consider your child's education a joint venture between the school and the home.

7. Find out what talents or experiences you have that might enrich the teaching in your child's school. Volunteer your expertise. Become familiar with opportunities to have input into what is taught and how. Show you care!!

"The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children."

Becoming a Nation of Readers

Suggested Reading

Allison, Christine, *I'll Tell You A Story, I'll Sing You A Song*, (Delacorte, 1987).

Kimmel, Margaret Mary, *For Reading Out Loud!*, (Delacorte, 1983).

Kusnetz, Len, *Your Child Can Be A Super Reader*, (Learning House Publishers, 1982).

Lipson, Eden Ross, *The New York Times Parent's Guide to the Best Books for Children*, (Times Books, 1988).

Trelease, Jim, *The Read Aloud Handbook*, (Viking, 1989).

Wilson, George and Joyce Moss, *Books for Children to Read Alone: A Guide for Parents and Librarians* (Bowker, 1988).

TEACHERS, WHAT CAN YOU DO TO SUPPORT LITERACY?

ASK YOURSELF

	YES	NO	AT TIMES
1. Does your vision or mission statement emphasize the importance of literacy?			
2. Does your teaching paradigm encourage integration of reading, writing, oral language, and listening skills in your classroom?			
3. Do you demonstrate the processes and products of reading and writing by reading to and with children and writing in front of and with children?			
4. Do you bring out-of-school literacy events into the classroom to ensure the authenticity of the learning process?			
5. Do you integrate content instruction with language arts instruction in meaningful ways to achieve the goals of both aspects of the curriculum?			
6. Do you view yourself as a learner and watch for self-improvement, keep up-to-date by reading professional material, attending conferences, and participating in teacher support groups?			
7. Do you encourage parents to participate in the reading/ writing programs by coming to the classroom to read and to write with students?			

WHAT CAN YOU DO TODAY?

1. Evaluate your vision. Clearly define your literacy philosophy and identify research which supports your premise.
2. Display children's reading and writing products throughout your classroom.
3. Arrange a comfortable corner of your classroom which invites children to read and share their reading.
4. Establish an author's chair where students celebrate themselves and others as writers.
5. Consider the room arrangement and furniture. Ask yourself whether it facilitates options for individuals, small groups, and cooperative reading and writing activities.
6. Organize your teaching day to asssure that students have daily opportunities to develop social skills by cooperating, negotiating, talking about their learning.
7. Assure that your students are active learners: investigative, problem-solving, imaginative.
8. Observe your students carefully. Engage in "kid watching" to learn more about them and about your teaching.
9. Seek out your school library media specialist and ask for a rotating collection of materials to support upcoming units of instruction.

LONG RANGE GOALS

1. Share your vision with administrators, other teachers, and with the parents of your students.
2. Develop opportunities to plan, teach, and evaluate instructional activities with other teachers, including your library media specialist.

Teachers (cont'd.)

3. Use the library as an extension of your classroom by planning with the library media specialist to send individuals at point of need and to work with small groups.

4. Prepare a guide or rationale which will help visitors to your classroom understand the environment and activities which you've developed.

5. Plan and establish interest centers that entice students into art, math, music, science, drama, and social studies, each with reading and writing possibilities.

6. Expand your repertoire of student-centered activities which enhance peer tutoring, class-age tutoring, individualized work and cooperative learning. Encourage students to serve as a resource for their own and one another's learning.

7. Promote the goal of success for every child in your classroom.

America will become a nation of readers when verified practices of the best teachers in the best schools can be introduced throughout the country.

Becoming a Nation of Readers

Suggested Reading

Cullinan, Bernice, *Children's Literature in the Reading Program*, (Newark,DE: International Reading Association, 1987).

Educational Leadership, Volume 47, Number 6 (March 1990).

Goodman, Ken and Yetta Goodman, and Wendy Hood, *The Whole Language Evaluation Book*, (Portsmouth, NH: Heineman, 1986).

Graves, Donald, *Breaking Ground: Teachers Relate Reading and Writing in the Elementary School*, (Portsmouth, NH: Heineman, 1985).

Harste, Jerome, Virginia Woodward, and Carolyn Burke, *Language Stories and Literacy Lessons*, (Portsmouth, NH: Heinemann, 1984).

Laughlin, Mildred Knight and Letty S. Watt, *Developing Learning Skills through Children's Literature*, (Phoenix, AZ: Oryx Press, 1986).

SCHOOL LIBRARIANS, WHAT CAN YOU DO TO SUPPORT LITERACY?

ASK YOURSELF

	YES	NO	AT TIMES
1. Does your vision or mission statement emphasize the importance of literacy?			
2. Does the library media center promote reading by providing open access times and comfortable furniture? Do you encourage students and teachers to talk with you about books they're reading?			
3. Do you organize and implement activities that promote use of the library media center?			
4. Do you use the school's newsletter regularly as a means of communicating positively with parents?			
5. Does at least 50% of your formal instruction relate directly to the information needs generated within the classrooms?			
6. Are you active in your professional organization(s)?			

WHAT CAN YOU DO TODAY?

1. Evaluate your vision or mission statement. Clearly define your philosophy to include the important aspects of literacy.
2. Arrange the furniture to provide quiet places for individuals who want to read and encourage teachers to send students to the center in small groups for specific learning activities.
3. Promote young readers and writers through displays. Invite an author to visit. Look for a contest opportunity everyone can enjoy.
4. Submit information to the school newspaper that will inform everyone of your activities.
5. Read *Information Power*.
6. Ask now for release time to attend the annual conference of your professional association.

LONG-RANGE GOALS

1. Establish a library media advisory committee made up of teachers, students, parents, and administrators and meet frequently to influence program development. Prepare a five-year action plan.
2. Analyze the needs of the students and teachers and prepare a report (with diagrams) that addresses specific deficits in facility and equipment as part of your annual budget and your five year plan.
3. Acknowledge student interests and organize a recreational reading program to bring those "Trekkies", mystery buffs, and romantics together to talk.
4. Beef up your pubic relations. Ask district administrators to let you do a staff development program. Look for opportunities to mobilize community groups (like Kiwanis, Rotary, Eastern Star) in your support.
5. Read more about integrated instruction and the information curriculum. Revise your curriculum and teaching patterns. Throw out stale lessons and develop cooperative learning activities that achieve the results you desire. Rethink every action to update your effectiveness.
6. Expand your horizons. Attend workshops or conferences. Read more. Take a class. Set a course for increased professional growth and follow-through.

When our genes could not store all the information necessary for survival, we slowly invented brains. But then the time came, perhaps ten thousand years ago, when we needed to know more than could conveniently be contained in brains. So we learned to stockpile enormous quantities of information outside our bodies. We are the only species on the planet, so far as we know, to have invented a communal memory stored neither in our genes nor in our brains. The warehouse of that memory is called a library.

Carl Sagan, *Cosmos*

Suggested Reading

Barton, Bob, *Tell Me Another: Storytelling and Reading Aloud at Home, at School and in the Community*, (Portsmouth, NH: Heineman, 1988).

Cullinan, Bernice E., *Children's Literature in the Reading Program*, (Newark, DE: International Reading Association, 1987).

Liesner, James W., *A Systematic Process for Planning Media Programs*, (Chicago:, IL: American Library Association, 1986).

Loertscher, David, "The Second Revolution", *Wilson Library Bulletin*, Volume 56, Number 6, (February 1982), pp. 417-421.

Texas Education Agency, *Attracting Students and Teachers to the Library Media Center*, (Austin, TX: Texas Education Agency, 1989).

PRINCIPALS, WHAT CAN YOU DO TO SUPPORT LITERACY?

ASK YOURSELF

	YES	NO	AT TIMES
1. Does your vision or mission statement emphasize the importance of literacy?			
2. Do you model and encourage reading, writing, oral language, and listening skills in your classrooms?			
3. Do you attend or otherwise encourage reading and writing conferences frequently?			
4. Do you support literature studies by budgeting money to buy classroom sets of literature?			
5. Do you stay abreast of current research on literacy development?			
6. Does your school reflect the importance of reading and writing outside of the classroom? Are the walls and halls "littered with print"?			
7. Do you plan staff development activities appropriate to your school's literacy needs?			

WHAT CAN YOU DO TODAY?

1. Evaluate your vision or your school's mission statement. Clearly define your literacy philosophy to include the important aspects of literacy. Seek input from your staff.

2. Read aloud to students regularly. Invite children to your office and read with them or have them read to you! You'll love it and so will they!

3. Provide time and money for teachers to attend appropriate conferences and workshops.

4. Look at your budget priorites. Assess their importance in relationship to literacy. Make adjustments that will free-up additional money for books. Classrooms should be "littered" with books.

5. Subscribe to educational journals such as *The Reading Teacher* or *Phi Delta Kappan*. The Center for Educational Dialog, Tempe, AZ (894-1333) may have other resources.

6. Encourage your teachers to display their students' work . . . everywhere.

7. Conduct a staff assessment of literacy needs. Utilize people already on your staff capable of providing inservice. Invite Literacy Cadre members to your school or send a team of your teachers to a Literacy Site.

LONG-RANGE GOALS

1. Clearly communicate your vision or mission statement to parents, teachers, students, and school board members.

2. Create a file of literacy activities and/or books for that moment when you have the opportunity to do something impromptu in a classroom . . . something you can use at a moment's notice.

3. Budget money to attend relevant literacy conferences. Write and submit proposals to present effective innovations you and your staff have developed.

4. Budget money for staff development. Send teachers to conferences and workshops, encouraging them to share what they've learned upon their return.

Principals (cont'd.)

5. Utilize your library media specialist in assessing teacher and student literacy needs. You may need to budget money for books in your bilingual students' first language.

6. Establish and maintain a growing professional library organized by the library media specialist and available to all.

7. See that student-published writing is available to all for pleasure reading. A bulletin board may feature a student "Author of the Week."

The object of education is to prepare the young to educate themselves throughout their lives.

Robert Maynard Hutchins

Suggested Reading

American Association of School Administrators, *Challenges for School Leaders*, (Arlington, VA: Association for Super-vision and Curriculum Development, 1988).

Cullinan, Bernice, *Children's Literature in the Reading Program*, (Newark, DE: International Reading Association, 1987).

Educational Leadership, Volume 47, Number 6, (March 1990).

Trelease, Jim, *The Read Aloud Handbook*, (Viking, 1989).

Smith, Wilma and Richard L. Andrews, *Instructional Leadership: How Principals Make A Difference*, (Alexandria, VA: Association for Supervision and Curriculum Development, 1989).

SCHOOL BOARD MEMBER, WHAT CAN YOU DO TO SUPPORT LITERACY?

ASK YOURSELF

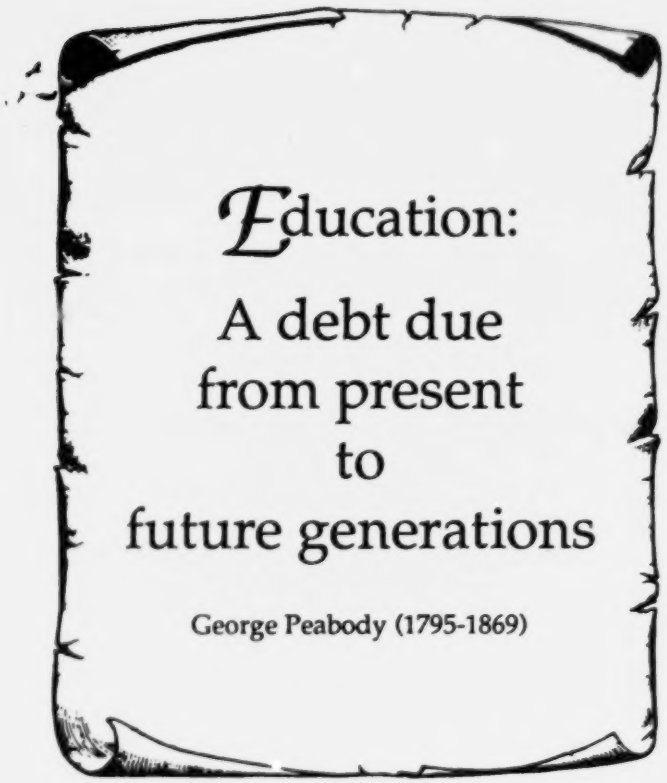
	YES	NO	AT TIMES
1. Does your vision as a school board member emphasize the importance of literacy?			
2. Do you visit classrooms frequently?			
3. Do you read to children?			
4. Do you subscribe to professional educational journals or magazines?			
5. Are you a member of the Arizona School Board Association?			
6. Do you maintain contact with your superintendent to review district curriculum and identify areas where change is needed?			
7. Do you keep members of the Arizona State Legislature Education Committee and your district representatives informed about your school district's literature program?			

WHAT CAN YOU DO TODAY?

1. Clearly communicate your vision to administrators, teachers, parents, and students.
2. Continue visiting a variety of schools, grade levels and classrooms.
3. Encourage other board members to become involved in classroom experiences.
4. Read to stay current with research and practices in the field of education.
5. Attend staff development programs offered within your district.

LONG-RANGE GOALS

1. Help to create and maintain a comprehensive literacy program.
2. Set up a district task force to investigate ways to integrate literacy across the curriculum.
3. Continue networking with PTO representatives. Be an advocate for children.
4. Continue to inform yourself through monthly updates. Meet with your legislators at the state Department of Education. Have district representatives meet with the school board to review the literature program.
5. Contact your superintendent to review district curriculum to identify areas where change is needed.
6. Inform members of the Arizona State Legislature Education Committee and your district representatives about your literature program.
7. Set up a network among districts within the state focusing on those of similar demographics. Obtain research for future planning.


Education:
A debt due
from present
to
future generations
George Peabody (1795-1869)

41

BIBLIOGRAPHY

Alexander, Francie, "California Reading Initiative," *Children's Literature in the Reading Program* edited by Bernice Cullinan. (Newark, DE: International Reading Association, 1987), pp. 149-155. A brief history of the California Reading Initiative.

Allison, Christine, *I'll Tell You A Story, I'll Sing You a Song* (See Suggested Reading p. 21).

American Association of School Administrators, *Challenges for School Leaders* (See Suggested Reading p. 27).

American Association of School Librarians, *A Planning Guide for Information Power: Guidelines for School Library Media Programs* (Chicago, IL: American Library Association, 1988). Designed to assist school library media specialist in achieving the outstanding, comprehensive library media program outlined in *Information Power*.

American Association of School Librarians and Association for Educational Communications and Technology, *Information Power : Guidelines for School Library Media Programs*, (Chicago, IL: American Library Association and Washington, D.C.: AECT, 1988). National guidelines for development of quality school library media programs.

Barton, Bob, *Tell Me Another: Storytelling and Reading Aloud at Home, at School and in the Community* (See Suggested Reading p. 25).

Becoming a Nation of Readers: Implications for Teachers. Office of Educational Research and Improvement. (Washington, DC: U.S. Department of Education, 1986.) Five instructional themes including definitions of reading, reading readiness, beginning reading, directed reading lessons, reading and writing.

Breen, Leonard G., "Children's Books and Content Reading—A Natural Partnership," *Arizona Reading Journal*, (Winter/Spring 1989), pp. 23-27. A short list of books suitable for children and young adults that will lead them to textbook reading in mathematics, science, and social studies.

Camborne, Brian, "A Grounded Theory of Genre Acquisition: Learning to Control Different Textual Forms," *Australian Journal of Reading*, Volume 10, Number 4, (November 1987), pp. 261-266. Links classroom teaching activities and learning. Advocates a theory of genre acquisition which is anchored in contextually relevant data.

Chall, Jeanne S., *Stages of Reading Development* (New York: McGraw Hill, 1983.) Chall presents six stages of reading, from preschool through college, that are characterized by differences in the complexity of language and reading skill.

Cullinan, Bernice E., *Children's Literature in the Reading Program* (See Suggested Reading p. 23, 25 and 27). *Educational Leadership* (See Suggested Reading p. 23 and p. 27).

Cullinan, Bernice E., "Latching on to Literature: Reading Initiatives Take Hold", *School Library Journal*, Volume 35, Number 8, (April 1989), pp. 27-31. A review of the current status of literature/literature initiatives in seven states including Arizona, and programs in sixteen others that hinge school curricula on the use of literature.

"Emerging Literacy," *Becoming a Nation of Readers: The Report of the Commission on Reading*, National Academy of Education/National Institute of Education/Center for the Study of Reading, (Urbana, IL: University of Illinois, 1985), pp. 21-51. Details the critical first steps in learning to read including parental involvement, reading instruction in kindergarten, and reading in first grade.

English-Language Arts Framework for California Public Schools, Kindergarten through Grade 12, (Sacramento, CA: California Board of Education, 1987.) The trend-setting document that has made language and literature the central element in the educational reform movement.

Fader, Daniel, et. al. *The New Hooked on Books,* (New York: Berkeley Publishing, 1976.) Fader continues to promote a method of increasing students' reading proficiency and love of reading through various materials.

Gambell, Trevor J., "Literature: What We Teach," *English Quarterly,* Volume 19, Number 2, (Summer 1986), pp. 92-98. Clear, concise description of the West Australian philosophy juxtaposed with objectives prepared by the National Council of Teachers of English.

Gambell, Trevor J., "Literature: Why We Teach It," *English Quarterly,* Volume 19, Number 2, (Summer 1986), pp. 85-91.

Goodman, Kenneth S., *What's Whole In Whole Language?* (Portsmouth, NH: Heinemann Press, 1986.) A complete study of the concept popularized by the Goodmans in much of their recent work. Intended for parents and teachers.

Goodman, Ken and Yetta Goodman, and Wendy Hood, *The Whole Language Evaluation Book* (See Suggested Reading p. 23).

Graves, Donald, *Breaking Ground: Teachers Relate Reading and Writing in the Elementary School,* (See Suggested Reading p. 23).

A Guide to Curriculum Planning in English Language Arts. (Madison: Wisconsin Department of Education, 1989.) Developing a literature program as part of the English Language Arts.

Hanzl, Anne, "Planning a Literature Program," *Australian Journal of Reading,* Volume 8, Number 4, (November 1985), pp. 203-209. The role of enthusiastic, knowledgable adults in conveying to children the magic and excitement of reading.

Harste, Jerome, Virginia Woodward, and Carolyn Burke, *Language Stories and Literacy Lessons* (See Suggested Reading p. 23).

Heymsfeld, Carla R., "Filling the Hole in Whole Language," *Educational Leadership,* Volume 46, Number 6, (March 1989), pp. 65-68. An appeal for a combined approach to the teaching of language which balances whole language techniques and traditional skill-based instruction.

Huck, Charlotte S., "I Give You The End of a Golden String," *Theory into Practice,* Volume XXI, Number 4, (Fall 1982), pp. 315-321. An explication of the values of literature, the teaching of reading, reading as a social activity and use of literature across the curriculum.

Kierstead, Janet, *An Integrated, Literature-Based Language Arts Program: Four Activities to Help Practitioners Envision How It Comes Alive in the Primary Classroom,* (Asilomar, CA: 1988 English-Language Arts Framework Conference, 1988.) Activities help clarify the vision of recommended programs; how they really look. A spur to change.

Kierstead, Janet and Sally Mentor, "Translating the Vision Into Reality in California Schools," *Educational Leadership,* (October 1988), pp. 35-40. An overview of activities that support the California Reading Initiative.

Kimmel, Margaret Mary, *For Reading Out Loud!* (See Suggested Reading p. 21).

Klein, Lloyd W., "Reading: Whole Language Development, Renewed Focus on Literature Spurs Change," *American Association of Curriculum Development Curriculum Update* (June 1988), pp. 1-4, 9, and 11. Klein bases his article on The National Assessment of Educational Progress recommendations which include moving from emphasis on basal reader and workbooks to a greater emphasis on comprehension strategies, a wide range of quality reading materials, independent reading, and combined reading/writing activities.

Kulleseid, Eleanor R., "The Whole Language Approach: Readings in Theory and Practice", *School Library Media Annual*, Volume 6 (Littleton, CO: Libraries Unlimited, 1988), pp. 53-59. A brief synopsis of the concepts of whole language, its terminology and research base, and suggestions for further reading.

Kusnetz, Len, *Your Child Can Be A Super Reader* (See Suggested Reading p. 21).

Lamme, Linda Leonard, "Children's Literature: The Natural Way to Read," *Children's Literature in the Reading Program*, edited by Bernice Cullinan (Newark, DE: International Reading Association), pp. 41-53. Suggested strategies teachers may use to achieve positive reading behaviors. These include reading aloud, classroom collections, BIG BOOKS, chanting, SSR, lap reading, etc.

Larrick, Nancy, "Illiteracy Starts Too Soon," *Phi Delta Kappan*, Volume 69, Number 3, (November 1987), pp. 184-189. Larrick contends that many commercial reading packages "trivialize reading and kill children's enjoyment."

Laughlin, Mildred Knight and Letty S. Watt, *Developing Learning Skills through Children's Literature* (See Suggested Reading p. 23).

Liesner, James W., *A Systematic Process for Planning Media Programs*, (See Suggested Reading p. 25).

Lipson, Eden Ross, *The New York Times Parent's Guide to the Best Books for Children* (See Suggested Reading p. 21).

Loertscher, David V., "The Second Revolution," *Wilson Library Bulletin*, (See Suggested Reading p. 25).

Loertscher, David V. and May Lein Ho, *Computerized Collection Development for School Library Media Centers* (Fayetteville, AR: Hi Willow Research and Publishing, 1986). Based on extensive research, this method of collection building matches the resources in a school to curricular targets.

Mancall, Jacqueline C., Shirley L. Aaron, and Sue A. Walker, "Educating Students to Think: The Role of the School Library Media Program," *School Library Media Quarterly*, Volume 14, Number 1 (Fall 1986), pp 18-27. One of a number of stimulating articles in this theme issue.

Mooney, Margaret, *Developing Life-Long Readers*, (Wellington, New Zealand: School Publications Branch, New Zealand Department of Education, 1988.) Concise, highly readable tool outlining the New Zealand concepts about reading. Examples of four book units.

Peters, Charles W. and Karen K. Wixson, "Smart New Reading Tests Are Coming," *Learning 89*, Volume 17, Number 8, (April 1989), pp. 43-44, 53. Analysis of statewide reading tests in Michigan and Illinois that represent significant change. Full length stories, articles, inferential questioning, and multi-dimensional scoring are elements described.

Pinnell, Gay Su, "Positive and Negative Choices: Impact on Curricula," *Counterpoint and Beyond: A Response to Becoming a Nation of Readers*, edited by Jane L. Davidson, (Urbana, IL: National Council of Teachers of English, 1988), pp. 87-104. Nine potential positive and negative outcomes gleaned from current research. Thoughtful implications for policymakers and teachers.

Purves, Alan C. and Richard Beach, *Literature and the Reader: Research in Response to Literature, Reading Interests and the Teaching of Literature* (Urbana, IL:National Council of Teachers of English, 1972). Research documenting various aspects of the teaching of literature.

Purves, Alan C. and Dianne L. Monson, *Experiencing Children's Literature* (Scott Foresman, 1984) Further studies by a renowned scholar.

Purves, Alan C. and Victoria Rippere, et.al., *Elements of Writing About Literary Work: A Study of Responses to Literature* (Urbana, IL: National Council of Teachers of English, 1968). Studies of student response to literature.

Recommended Readings in Literature: Kindergarten through Grade Eight (Sacramento, CA: California Department of Education, 1986). A core and extended bibliography, as well as a section on recreational/motivational materials, developed to support the California Reading Initiative in the state's elementary schools.

Recommended Literature: Grades Nine through Twelve (Sacramento, CA: California Department of Education, 1989). Newly published bibliography; a continuation of core and extended materials for use through the high school years. Includes also a recreational and motivational section and an appendix on storytelling.

Robbins, Patricia A., "Implementing Whole Langauge: Bridging Children and Books," *Educational Leadership*, Volume 47, Number 6, (March 1990) pp. 50-54. Teachers in a small, rural school district are empowered to develop an effective whole-language program for their students.

Rosenblatt, Louise, *The Reader, the Text, and the Poem: The Transactional Theory of the Literary Work*, (Carbondale, IL:Southern Illinois University Press, 1978). The textbook which is a cornerstone for integrated reading and reading instruction.

Rosmann, Muriel, *Reading and Writing: The Creative Whole Language Process* (Phoenix, AZ: Rosmann Publishing House, 1988). Practical strategies for elementary and secondary school teachers.

Smith, Frank, "Overselling Literacy," *Phi Delta Kappan*, Volume 70, Number 5, (January 1989), pp. 353-359. Smith stresses the importance of professionalism in demonstrating the possibilities of literacy and collaboration in the classroom.

Statement of Aims - Language in the Primary School: English Supplement to the Syllabus, (Wellington, New Zealand: New Zealand Department of Education, 1986.) Goals, relationships between modes, and the planning- evaluation cycle for early childhood education in New Zealand.

Texas Education Agency, *Attracting Students and Teachers to the Library Media Center* (See Suggested Reading p. 25).

Trelease, Jim, *The Read Aloud Handbook* (Viking, 1989). Third printing of the classic which has inspired parents, teachers and students alike. (See also Suggested Reading pp. 21 and 27).

Tunnell, Michael O. and James O. Jacobs, "Using 'Real' Books: Research Finding on Literature-Based Reading Instruction," *The Reading Teacher*, Volume 42, Number 7, (March 1989), pp. 470-477. Overview of studies in the United States and New Zealand; provides insight into successful practice with students, including those with reading problems or limited English proficiency.

Turner, Phillip, *Helping Teachers Teach*, (Littleton, CO: Libraries Unlimited, 1986). The formal instructional design process is translated into a practical method for school library media specialists.

Weaver, Connie and Dorothy Watson, *Report Card on Basal Readers: A Statement of the Commission on Reading*, (Urbana, IL: National Council of Teachers of English, 1988.) An expression of concern about contemporary basals and a recommendation for action.

Wells, Gordon, "Creating the Conditions to Encourage Literate Thinking," *Educational Leadership*, Volume 47, Number 6, (March 1990), pp. 13-17. Recent research that transforms the definition of literacy and offers insight into how to create classroom communities of literate thinkers.

Wilkins, Lea-Ruth C., *Supporting K-5 Reading Instruction in the School Library Media Center*, (Chicago, IL: American Library Association, 1984). Suggestions for involving school library media specialists in the teaching of reading.

Wilson, George and Joyce Moss, *Books for Children to Read Alone: A Guide for Parents and Librarians* (See Suggested Reading p. 21).

MEMBERS

Kevin C. Brown, Pastor
Scottsdale Congregational Church
Scottsdale, AZ

Chris Boyd, Kindergarten Teacher
Washington Elementary School District
Phoenix, AZ

Sharon Ewers, Library Media Specialist
Arcadia High School
Scottsdale Unified School District
Scottsdale, AZ

Tommy Harper
English Specialist, 7-12
Tucson Unified School District
Tucson, AZ

Debbie Hickman
Instructional Resource Teacher
Ganado School
Ganado, AZ

Patricia Jarvis, Teacher/Parent
Phoenix, AZ

Barry Levitt, Superintendent
Sonoita Elementary School District
Elgin, AZ

Dorothea C. Lincoln
Associate Superintendent
Window Rock Unified School District
Window Rock, AZ

Lynn Miles
Poston Junior High School
Mesa Unified School District
Mesa, AZ

Becky Miller
Special Educator
Flagstaff Unified School District
Flagstaff, AZ

James L. Neeley
Director of Curriculum
Humboldt Unified School District
Dewey, AZ

Thomas J. Povhe
Library Coordinator
Coolidge Unified School District
Coolidge, AZ

Bernard Quint
Lecturer
Phoenix College
Phoenix, AZ

John Ratliff, Educational Consultant
Ratliff, Muhr and Levinsky
Phoenix, AZ

Lynda Ridge, Chapter I Teacher
Sunrise School
Deer Valley Unified School District
Phoenix, AZ

Esther Rodriguez
Library Media Specialist
Douglas High School
Douglas Unified School District
Douglas, AZ

Robert Sadorf
Coordinator of Elementary Curriculum
Sierra Vista Unified School District
Sierra Vista, AZ

Virginia Summersgill
Library Media Specialist
Winslow High School
Winslow Unified School District
Winslow, AZ

Arizona Department of Education Facilitators

Merrilyn S. Ridgeway
School Library Media Consultant

Kathleen G. Verville
Reading Specialist

47